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ABSTRACT

The purpose of this essay is to examine some of the reasons for the low implementation potential of most social psychological research (both in psychology and communication) and to suggest some ways in which the speech communication discipline can increase the applicability of its knowledge to the solution of contemporary individual and social problems. After the introduction, the first section of this paper discusses the characteristics of low and high applicability potential research, focusing on Robert Mackie's discussion of five dimensions on which research studies with high applicability potential and low applicability potential may be differentiated. The second section of the paper discusses the nature of the "research-to-application process" and argues that the speech discipline needs to encourage and train communication professionals to take on the task of translating communication research into action. (TS)

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THE MASKED COMMUNICATOR REVISITED:

APPLICATION OF COMMUNICATION KNOWLEDGE IN THE "REAL WORLD"

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In a satirical essay, Huber Ellingsworth painted the image of "a tall Communicator in a white hat and a black mask," a "master encoder, [a] peerless processor of feedback. . . ." known as the Masked Communicator whose forte was supposed to be riding into communication crises situations with solutions to communication problems.¹ However, unlike the other masked rider, Ellingsworth's hero found himself unable to offer the help that was so desperately needed because nothing in his educational background prepared him for the difficult task of analyzing and solving communication problems in the "real world" (a mythical place purported to exist somewhere beyond the edge of the academic world).

Ellingsworth's "Plea for Relevance" is but one of many heard from Speech Communication educators during the past few years. For example, in his presidential address to SAA (now SCA) members, Douglas Ehninger spoke of the need to "meet and surmount the challenge of giving our research and instruction a maximum of social relevance."² Considerable interest in the social relevance of "our instruction" has been evidenced recently in the increasing number of workshops, convention programs, and publications which have been concerned with demonstrating the career-relevance of a communication education.³ Much less interest has been apparent in the social relevance of communication research.

That social relevance should be an important goal of communication research was clearly the viewpoint of the participants in SAA's 1968 New Orleans Conference on Research and Instructional Development. Recommendations 10 and 11 of that conference encourage Speech Communication scholars "to design and execute research dealing with the speech communication dimensions of current social problems" and

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"to make every effort to apply the findings of their research to the solution of contemporary individual and social problems."⁴

To what degree has the Speech Communication discipline responded to the encouragements of Recommendations 10 and 11? A survey of the research reported in our discipline's major journals during the seven years since the conference will confirm James McBath and David Burhans, Jr.'s conclusion that "disappointingly little contemporary research, regardless of methodology, has dealt with the explicit application of theory and knowledge to the solution of human communication problems."⁵ But perhaps the criticism is an unfair one. Perhaps, the basic research studies in our journals--which were motivated by the desire to understand the relationship among communication-related variables, rather than by the search for solutions for specific social problems--have potential applicability to the solution of those problems if a modest amount of effort were spent on that objective. We don't know; apparently very little effort has been spent on that objective in our discipline.

However, that was precisely the task given to Robert Mackie, a psychologist, by the Office of Naval Research (ONR). He and his colleagues were asked to conduct a study for ONR whose objectives were to describe the research-to-application process and to develop potential applications from a representative group of psychological studies. Focusing on the area of human learning research, they conducted the study and reported that:

The results of this effort were both disturbing and frustrating. After nearly two years of analysis and inquiry, our general findings were that: (1) the great majority of learning research studies (not just those sponsored by ONR) were having virtually no impact on instructional practice in the Navy or elsewhere; and (2) our own efforts to develop applications from the findings of ONR-sponsored research on

learning were almost totally unsuccessful. The reasons seem to center, in the first instance, on some seriously neglected activities in the research-to-application process and, in the second, on a number of characteristics of the research studies themselves.⁶

We suspect that a similar study of what Mackie has labeled the "Applicability Potential" (A/P) of communication research would produce similar results-- mostly for similar reasons. Therefore, the purpose of this essay is to present and extend some of the reasons for the low A/P of most social psychological research (both in psychology and communication) and to suggest some ways in which the Speech Communication discipline can increase the applicability of its knowledge to the solution of "contemporary individual and social problems."

Characteristics of Low and High A/P Research

Mackie discusses five dimensions on which research studies with high A/P and low A/P may be differentiated. First, they differ with respect to the basic motivation of the experimenter. "In low A/P studies, the criteria for selection of the experimental task are typically (1) how well it relates to the experimenter's theoretical position and/or (2) how conveniently it can be generated by the type of equipment / that is available / In sharp contrast, in studies with high A/P, the experimental task is often imposed on the experimenter. That is, the starting point for research is often an actual operational task" the objective of which is "to change something, usually to improve something."⁷ An example of the latter type of research in the field of communication is David Burhans, Jr.'s dissertation study.⁸ Burhans' research was conducted in the context of a behavior modification weight-control program and was motivated by the general question: Given that previous research has

demonstrated that participants in a behavior modification weight-control program who persist in performing a series of simple instrumental behavioral acts (e.g., keeping a diary of everything they eat) do tend to lose weight, what are the characteristics of messages which will effectively persuade such participants to perform and continue to perform such instrumental behaviors until weight control has been achieved?

While not specifically concerned with the A/P of communication research, Stephen King discusses a difference in experimenters' apparent motivation and consequent theory testing behavior which may also bear on the application potential of such research. King points out that most communication-related research seems to be conducted in the context of what he calls the "single theory testing" strategy. "Rather than utilizing theory in research [] as an aid to understanding [] a particular aspect of communication, some researchers seem primarily concerned with demonstrating the predictive validity of a particular, often favorite, theory. Frequently, the behaviors examined seem to be merely convenient contexts within which to attempt to 'prove' a theory. Theory testing has been [] replaced [] by theory proving."⁹ In contrast, King argues that researchers whose motivation is "understanding a phenomenon" rather than "finding a phenomenon that will demonstrate the utility of [] a [] favorite theory" should engage in what he calls a "comparative theory testing" strategy.¹⁰ Here the strategy is to focus on a particular phenomenon that one wants to understand and perform a series of studies whose purpose is to assess the relative efficacy of a number of theories in understanding and predicting the behavior of interest.

An example of the strategy that King is advocating used in communication research may be seen in a study by Richard Miller, Philip Brickman, and Diana

Bolen in which they tested the differential effects of a message based on attribution theory and one based on persuasion theory on the subsequent mathematics achievement behavior of fifth grade students.¹¹ Of course, King would suggest that a program of research be conducted to learn the degree to which attribution theory and various persuasion theories help to understand and predict the ability of various types of messages to motivate the desired behavior.

The second way in which Mackie's high and low A/P studies differed was in the nature of the dependent variables studied. He notes: "In low A/P studies, the response repertoire often is very limited and may have no significance outside the experimental context."¹² Many communication scholars have commented on what Gerald Miller has labeled "dependent variable myopia"--the overemphasis in communication research on the study of "attitude change" almost to the exclusion of any other dependent variable.¹³ Furthermore, a review of the comparatively few studies concerned with dependent measures of some behavior other than "attitudes-as-measured-by-responses-to-paper-and-pencil-instruments" reveals that the typical behaviors studied (often "petition-signing" or "game-playing" behaviors) are not in and of themselves of significant interest.¹⁴ Such behaviors appear to have been selected--as King suggested--because methodologically they offered a convenient way to test the predictions of some theory. The generalizability of such findings to more socially significant (and often more difficult to measure) behaviors is seldom established.

"In high A/P studies," Mackie says, "the response alternatives are typically quite meaningful in relation to some operational criterion."¹⁵ His point is that the care and specificity with which dependent variables are operationalized tends to improve when those behaviors themselves are the central focus of the research

rather than being incidental to its main purposes.

Opportunities for doing communication research on socially significant behaviors are abundant. Often, however, much of this type of research is done not by communication scholars, but by people whose central concern is with the operationally meaningful behavioral problems. An example of this phenomenon in the medical field is an excellent series of studies done by Barbara Korsch (a pediatrician) and her associates which has focused on the relationship between the quality of doctor-patient communication and the degree to which patients actually follow the therapeutic recommendations of their doctors.¹⁶ While such research can and is being meaningfully done by members of the medical profession, opportunities for communication-trained scholars to make significant contributions to the solution of health-related problems abound. The case for the contributions which communication scholars could be making in the area of doctor-patient relationships is well made by Harold Walker in a recent article in which he specifies the kinds of communication taking place in physician-patient relationships, identifies the major variables relating to the communication process of that relationship, and suggests some directions that research should take in investigating that process.¹⁷ Of course, the concept of health-related communication research goes beyond the doctor-patient relationship. Burhan's research on the effectiveness of various message types on the behavior of participants in a weight-control program is one example.¹⁸ Another is the research done by Joyce Nash, Fritz Bottjer, and Carl Thorensen on the effects of various cognitive modification techniques (derived from specific attitude-change theories) on the behavior of the participants in a physical exercise program is another.¹⁹

Another field that would benefit measurably from the contributions of communication researchers is the broad area of legal communication. Patricia Goss, for example, not only suggests some of the types of legal questions that should be studied by communication researchers, but also recommends a strategy for causing the results of such research to have maximum social impact. She asserts that "students of communication should become more immediately involved in legal decision making by targeting behavioral research at topics under litigation and by pressing their studies as friends of the courts."²⁰ She argues that "the Supreme Court's frequent unguided adventures into areas like obscenity, commercial communications, and media access demand the same attention by our discipline as has been provided by our colleagues in sociology, political science, and medicine.... Students of communication should therefore follow the lead of other interested organizations in pressing test cases and filing amicus curiae [friend of the court] briefs with courts engaged in the process of determining First Amendment questions."²¹ Malthon Anapol recently evaluated a body of legally oriented communication research and suggested ways in which communication scholars might improve the quality of their contribution to this field. Asserting that the most "useful legal communication research requires a knowledge on the part of the researcher of the constraints within which legal communication takes place," he suggests the development of interdisciplinary graduate programs which would permit researchers interested in this field to supplement their communication training with one or two semesters of study of the law.²² Current examples of legally-oriented communication research performed by communication scholars would include Anapol's investigation of key trial and jury variables by means of a video taped trial;²³ Milton Dickens and Ruth

Schwartz's study of oral argument before the Supreme Court;²⁴ and the work of Gerald Miller, Frederick Siebert, and their colleagues on the National Science Foundation project investigating the effects of videotaped testimony on information processing and decision-making in jury trials.²⁵

Of course, legally oriented and health related communication are but two of the many areas in which communication trained scholars could perform research which make a meaningful contribution to the solution of "contemporary individual and social problems." Other socially significant research areas might include family communication, geriatric communication, organizational communication, scientific and technological communication, man-machine communication, and intercultural communication to name but a few.

The third way in which Mackie's high and low A/P studies differed was with respect to the motivation of the participating subjects. He writes:

In low A/P studies, the motivation is generally imposed by the experimenter through some direct appeal to do well, monetary reward, or the hint of extra credit in Psychology 1-A. In high A/P studies, the motivation is usually more operationally related. Often the experimental objectives are clearly in the interest of the subject himself, and his reward may be a natural by-product of successful performance of the task.²⁶

Mackie adds: "The fourth / characteristic on which low and high A/P studies differ is that of time / italics ours /."²⁷ Much of the research he reviewed was limited to the duration of a classroom period. The same criticism has often been made of communication research.²⁸ Studies directed at somehow changing behavior or improving operations must undoubtedly become concerned with the persistence of such changes over time.

Mackie's fifth and final difference between low and high A/P studies is

the difference in the experimental environment itself. "In the low A/P case, the experimental environment is typically sterile and deliberately shielded from the influence of variables that are not the focus of the attention of the investigator. In the typical high A/P case, the experimental environment is often much more like the operational one or a careful simulation of it."²⁹ Numerous research critics have spoken of the relative sterility or atypical nature of the experimental environments in which most communication research has been conducted.³⁰ There is, of course, a well recognized methodological reason why this is so. In order to gain sufficient "internal validity" or experimental control in a behavioral research study so as to be able to make fairly precise statements about the relationships among a relatively few number of variables, it is often necessary to sacrifice the "external validity" or generalizability of that study.³¹ The authors of this paper feel that it is not a serious criticism of a particular research study to characterize it as high in internal validity, but low in external validity. We believe, however, that it is a much more serious criticism to say that these are the characteristics of large bodies of research taken as a whole. And taken as a whole, it seems fair to assert that most communication research is low in external validity; hence, low in applicability potential. We further believe--as does Mackie--that "it is possible to train investigators to design studies with considerably higher A/P without sacrificing the kind of experimental control associated with rigorous scientific inquiry."³²

It is not our position that high A/P communication research is inherently better than basic research which has relatively low A/P. The world of communication inquiry benefits from both types. It simply seems to us that low

A/P communication research dominates the field and that it is time to encourage an increase in the output of the high A/P communication research produced by our discipline.

The Nature of the "Research-to-Application" Process

Apart from the nature of the research itself, Mackie talks about some serious neglected activities in the "research-to-application" process which create what he calls "chuckholes in the bumpy road from research to application." Harold Gershinowitz--in an article in which he argues that "methods used for the application of research to technology should be tried for social problems"--describes what the research to application process should be:

The sequence of basic research, applied research..., and use of research seems an obvious logical and chronological order, particularly to research workers. However, in those areas in which the application of research has been most successfully accomplished, the reverse order has been prevalent. If one's primary concern is with the use of knowledge to produce change, then the order should be (i) the use of existing knowledge to produce desired change; (ii) when existing knowledge is incomplete or insufficient, applied research to find the necessary knowledge; (iii) basic research for the understanding of nature (including man and his work), with particular emphasis on those areas in which lack of fundamental understanding limits the scope of the applied research; and (iv) basic research without regard to its possible relation to any area of application.³³

"In the latter sequence," Gershinowitz adds, "the most essential element in the application of research is the mechanism of transforming knowledge into the actor that produces the change."³⁴ In other words, the most essential element in the research-to-application process is the effectiveness of the communication among users of knowledge and the applied and basic researchers who produce such knowledge. There are several things that the speech communication discipline can do to improve its research-to-application process

by reducing what Mackie calls the "distance between basic research personnel and the world of operational problems."³⁵

There have been several indications in social science literature of the need to create two new roles which will facilitate the communication in the research-to-application process: the social science technician and the social science translator. In 1947 Paul Herring posited the need for a "social science technician," using the term broadly to mean "an individual who has been professionally trained to apply to practical situations the facts, generalizations, principles, rules, laws or formulae uncovered by social science research."³⁶ In 1959 Harold Guetzkow argued for the creation of a "social science middleman" who was neither basic researcher nor on-the-line practitioner, but rather a translator who takes basic scientific findings and communicates them to the practitioner and the general public.³⁷ In 1969 Gary Cronkhite spoke of the need to create those same two positions in the field of speech communication: "Two types of persons are needed: those who translate and those who apply the findings. Translators must be trained to synthesize and transmit the results of research for and through the popular media. Specialists in communication must be trained to understand the findings and put them to use in solving practical communication problems."³⁸ Not only should the speech communication discipline train communication practitioners and translators of communication research, it should take the lead in training translators (i.e., communicators) of various types of social scientific research.

Social scientists from other disciplines are beginning to take on the task of translating research--including communication research--into practical action. For example, an article entitled "Putting Communication Theory into

practice" states: "We've learned a lot about improving communications in offices and laboratories, but most of it is filed away in technical journals. Albert Shaperò and two colleagues in the U. of Texas Management Dept. will try to put the findings into practice in an 18-month, \$68,000 project for the Nat. Science Foundation: The Effective Use of Scientific and Technical Information in Industrial and Nonprofit Settings."³⁹

An example of the kind of thing a "translator" might do can be seen in a handbook of research-based "action guidelines" for human service agents and practitioners authored by Jack Rothman, a professor of social work at the University of Michigan. The book entitled Planning and Organizing for Social Change:

...is the first product of the Community Intervention Project, which Rothman turned into a major NIMH-funded research utilization program. The CIP staff began seven years ago to compile and review articles on community planning, participation, organizational behavior and other social change topics published in major social science journals....

The result is a deceptively simple encyclopedia of findings and suggestions of what to do with them....

The bulk of each chapter is devoted to generalizations based on consensus findings in the data...Along with each generalization, Rothman indicates the strength of its scientific support and refers to a bibliography at the end of each section. Many of the generalizations are followed by subgeneralizations which further refine and clarify the axioms. The action principles are derived from the generalizations.

Here is an example from the chapter on citizen participation:
 "GENERALIZATION 7.1: Most adults are members of voluntary associations...
 ACTION GUIDELINES: Since most adults in this country have been members of voluntary associations, the practitioner may rely on this form of participation as an initial organizing device rather than using other forms...with which persons may not be so familiar or may not accept as legitimate...."⁴⁰

Rothman and his colleagues are evaluating their experiences and are developing a manual to reduce the abstract action strategies in the handbook to specifics

for practitioners in special settings. A second manual, geared to mental health professionals, also is in the works.

Our discipline needs to encourage and to train communication professionals to take on the task of translating communication research into action. One promising step in that direction is the appearance in 1973 of a publication called the Journal of Applied Communications Research whose focus is on applied communication research relative to human communication problems in business, industry, professions, politics, and government.⁴¹ More such efforts both to stimulate communication professionals to perform applied communication research (or at least high A/P basic research) and to provide them with outlets for communicating about the findings of such research to those whose task it is to prevent or solve communication problems should be encouraged.

Another way of reducing the distance between basic research personnel and the world of operational problems is to encourage closer alliances between academic communication researchers and non-academic communication practitioners. Recent efforts by the Organizational Communication division of the International Communication Association to encourage interaction between organizational communication researchers and practitioners was a positive step in that direction. Another positive step was the recent formation of a "Committee on the Status of Non-Academic Professionals in the Speech Communication Association." One of the recommendations of that committee which is now part of a proposed amendment to the SCA constitution that will be placed before that body's Legislative Council this December is the creation of an "Applied Communication" division within SCA. If SCA forms such a division it would certainly be consistent with the committee's recommendation that:

...SCA should make a major commitment to fulfilling the needs of (1) non-academic professionals presently in our discipline, (2) present and future communication students who are or will be preparing themselves for careers as non-academic communication professionals, and (3) academic departments which are interested in attracting such students and preparing them for success in such careers.⁴²

And if in the future, as has been suggested by McBeth and Burhans, an increasing number of persons with advanced communication degrees will be pursuing non-academic communication-related careers, these and similar efforts to increase the interaction among practitioners and researchers will make important contributions to improving the mechanism by which communication research is translated into action.⁴³

One final way to reduce the distance between research personnel and the world of operational problems is to encourage academically based researchers to go beyond their typical roles as basic researchers and become involved in both doing applied communication research and applying the results of such research to the solution of specific communication problems. Perhaps the subarea within our discipline in which most of such activity has taken place is that of "organizational communication." Both the opportunities for doing and applying communication research in organizational settings have been well stated elsewhere.⁴⁴ However, numerous other opportunities exist for academically based communication professionals to "stick their necks out" and attempt to translate their knowledge of communication into the solution to specific communication problems.

One of the more intriguing examples of this kind of activity was reported by Meredith Moore in her paper on her experiences in developing training sessions for members of the SWAT (Special Weapons and Tactics) squad of the San Diego

Police Force to help them develop techniques for talking armed and barricaded suspects (usually with hostages) into giving themselves up without resorting to gunfire.⁴⁵ Another interesting example reported in the Journal of Applied Communications Research is Bonita Perry's successful campaign to change the previous voting behavior of the citizens of a small Ohio community relative to an educational tax levy.⁴⁶ Still another is the efforts of Nathan Maccoby and John Farquhar to utilize their knowledge of communication to plan media campaigns designed to change the smoking, diet, and exercise behaviors of the residents of several small California towns in order to reduce their risk of heart disease.⁴⁷

We are encouraged by these signs that communication scholars are beginning to take seriously the New Orleans Conference recommendation that they "make every effort to apply the findings of their research to the solution of contemporary individual and social problems." We hope that their efforts will encourage others among us to do likewise.

Epilogue

Imagine the scene, ten years hence, when the participants in a communication crises (or in the day-by-day communication difficulties that plague most of us) turn to the yellow pages and call one of the many applied communication specialists who indicate their ability to use their knowledge for finding solutions to pressing communication problems. And imagine that, this time, the communicator who answers the call--armed not with silver bullets but the synthesis of a decade of high A/P communication research--seems well prepared for the difficult task of analyzing and solving the communication problem at hand. And imagine too as the crisis subsides and the communicator rides out of sight, a voice is heard to say: "Who was that masked person; I wanted to thank him or her."

Footnotes

¹Huber W. Ellingsworth, "The Masked Communicator: A Plea for Relevance," Speech Teacher, 18 (March 1969), 154-155

²Douglas Ehninger, "Of Relevance, Relatedness, and Reorientation," Spectra, V (February 1969), 4.

³E.g., 1974 Western Speech Communication Association panel on "Teaching Speech Communication: Visions for the Future;" 1974 Speech Communication Association workshops on "Teaching the Basic Course with Career Orientation" and "Career Development for Speech Communication Undergraduates." Representative publications include: Kathleen Galvin, "Career Communication in the Speech Curriculum," Speech Teacher, 23 (September 1974), 245-247; Kathleen Galvin and John Muchmore, "Career Education: A Challenge," Central States Speech Journal, 23 (Spring 1972), 61-63; Richard B. Gartrell, "Impact Survey of Career Education on Communication Curriculum within the Thirteen State Region of the CSSA" (unpublished paper prepared at Doane College, Crete Nebraska, 1974). [ED 099 950 7; Patrick Curtis Kennicott and L. David Schuelke, eds., Career Communication: Directions for the Seventies. Proceedings of the Speech Communication Association Summer Conference VII (New York: Speech Communication Association, 1972). [ED 068 994 7; and James H. McBath and David T. Burhans, Jr. Communication Education for Careers. (Falls Church, Virginia: Speech Communication Association, 1975).

⁴Robert J. Kibler and Larry L. Barker, eds. Conceptual Frontiers in Speech-Communication: Report of the New Orleans Conference on Research and Instructional Development (New York: Speech Association of America, 1969), p. 25.

⁵McBath and Burhans, Communication Education for Careers, p. 25.

⁶Robert Mackie, "Chuckholes in the Bumpy Road from Research to Application," Behavior Today 5 (November 11, 1974), 295.

⁷Ibid., 296

⁸David T. Burhans, Jr. "Methodological Strategies in a Field Experiment: The Effects of Message Type and Locus of Control on the Subsequent Behavior of Participants in a Behavior Modification Weight-Control Program" (unpublished Ph.D. dissertation, University of Southern California, 1973).

⁹Stephen W. King, "Theory Testing: An Analysis and Extension." Western Speech, 37 (Winter 1973), 14.

¹⁰Ibid., 21.

¹¹Richard L. Miller, Philip Brickman, and Diana Bolen, "Attribution Versus Persuasion as a Means for Modifying Behavior," Journal of Personality and Social Psychology, 31 (March 1975), 435-441.

¹²Mackie, "Chuckholes," p. 296.

¹³Gerald R. Miller, "Human Information Processing: Some Research Guidelines," in Wibler and Barker, eds. *Conceptual Frontiers in Speech-Communication*, pp. 62-65.

¹⁴E.g., see reviews of such studies in David T. Burhans, Jr. "The Attitude-Behavior Discrepancy Problem: Revisited," *Quarterly Journal of Speech*, 57 (December 1971), 418-428; David T. Burhans, Jr. "Coalition Game Research," *American Journal of Sociology*, 79 (September 1973), 389-408; and David T. Burhans, Jr. "The Experimental Study of Interpersonal Trust," 37 (Winter 1973), 2-12.

¹⁵Mackie, "Chuckholes," p. 296.

¹⁶Barbara M. Korsch, Lewis Fraad, and Henry L. Barnett, "Pediatric Discussions with Parent Groups," *Journal of Pediatrics* 44 (June 1974), 703-717; Barbara M. Korsch, "Practical Techniques of Observing, Interviewing and Advising Parents in Pediatric Practice as Demonstrated in an Attitude Study Project," *Pediatrics* 18 (September 1956), 467-490; Barbara M. Korsch, Ethel K. Gozzi, and Vida Francis, "Gaps in Doctor-Patient Communication. 1. Doctor-Patient Interaction and Patient Satisfaction," *Pediatrics* 42 (1968), 855-871; Vida Francis, Barbara M. Korsch, and Marie J. Morris, "Gaps in Doctor-Patient Communication: Patients' Response to Medical Advice," *New England Journal of Medicine* 280 (March 1969), 535-540; Barbara M. Korsch and Vida Francis Negrette, "Doctor-Patient Communication," *Scientific American*, 227 (August 1972), 66-74; and Barbara M. Korsch and Elaine Firestone Aley, "Pediatric Interviewing Techniques," Monograph: Current Problems in Pediatrics, 3 (May 1973).

¹⁷Harold L. Walker, "Communication and the American Health Care Problem," *Journal of Communication*, 23 (December 1973), 349-360.

¹⁸Burhans, "Methodological Strategies in a Field Experiment."

¹⁹Joyce D. Nash, Fritz Bottjer, and Carl E. Thoresen, "Increasing Physical Exercise through Behavioral Self-Control Techniques Plus Cognitive Modification," Unpublished manuscript, Stanford University, July 1975.

²⁰Patricia Goss, "Communications Research and the Rule of Law: An Opportunity for Access to Judicial Decision Making," *Today's Speech* 22 (Fall 1974), 47.

²¹*Ibid.*, 52-53.

²²Malthon M. Anapol, "A Critical Evaluation of Legally Oriented Communication Research," (Paper presented at the Speech Communication Association convention, New York, November 1973), p. 13.

²³Malthon M. Anapol, "Behind Locked Doors: An Investigation of Certain Trial and Jury Variables by Means of a Video Taped Trial," *The Barrister*, 4 (November-December 1973), 1-12.

²⁴Milton Dickens and Ruth E. Schwartz, "Oral Argument Before the Supreme Court: Marshall v. Davis in the School Segregation Cases," *Quarterly Journal of Speech*, 57 (February 1971), 32-42.

18.

²⁵Gerald R. Miller and Frederick S. Siebert (principal investigators), "Effects of Videotaped Testimony on Information Processing and Decision-Making in Jury Trials: Progress Report 1," (unpublished NSF-RANN project report, Michigan State University, East Lansing, Michigan, March 1974); Gerald Miller, David Bender, Thomas Florence, and Henry Nicholson, "Real Versus Reel: What's the Verdict?" *Journal of Communication*, 24 (Summer 1974), 99-111; and Gerald R. Miller and Frederick S. Siebert (principal investigators), "Effects of Videotaped Testimony on Information Processing and Decision-Making in Jury Trials: Interim Report Two," (unpublished NSF-RANN project report, Michigan State University, East Lansing, Michigan, January 1975).

²⁶Mackie, "Chuckholes," p. 296.

²⁷*Ibid.*, p. 296

²⁸E.g., relative to attitude change research, see Carl I. Hovland, "Reconciling Conflicting Results Derived from Experimental and Survey Studies of Attitude Change" in Richard V. Wagner and John H. Sherwood, Eds., *The Study of Attitude Change*. (Belmont, California: Brooks/Cole Publishing Co., 1969), pp. 184-199; and relative to group communication research, see Ernest G. Bormann, "The Paradox and Promise of Small Group Research," *Speech Monographs* 37 (August 1970), 211-217.

²⁹Mackie, "Chuckholes," p. 296.

³⁰E.g., see Gary L. Cronkhite, "Out of the Ivory Palaces: A Proposal for Useful Research in Communication and Decision" in Hibler and Barker, eds., *Conceptual Frontiers in Speech-Communication*, pp. 113-135; and David H. Smith, "Communication Research and the Idea of Process," *Speech Monographs*, 39 (August 1972), 174-182.

³¹The internal validity of a study refers to the question of whether the experimental treatments did in fact make a difference in this specific instance. External validity asks the question: "To what populations, settings, treatment variables, and measurement variables can this effect be generalized?" Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi-Experimental Designs for Research* (Chicago: Rand McNally & Co., 1963), p. 5.

³²Mackie, "Chuckholes," p. 296.

³³Harold Gersteinowitz, "Applied Research for the Public Good--A Suggestion," *Science*, 176 (1972), 330.

³⁴*Ibid.*, p. 380.

³⁵Mackie, "Chuckholes," p. 296.

³⁶Paul Herring, "The Social Sciences in Modern Society," *Social Science Research Council Items* (March 1947), 5.

³⁷Harold Guetzkow, "Conversion Barriers in Using the Social Sciences," *Administrative Sciences Quarterly*, 4 (1959), 77.

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